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ABSTRACT

This document explains Maryland's practical approach to developing student activities designed to facilitate high school students' transition to postsecondary education and/or the workplace. The document begins with an overview of Maryland's Career Connections initiative, which prepares for college and careers through the following: hands-on learning in classrooms, workplaces, and community service; instruction in academic and technical skills; support from adult mentors; and strong links between high schools and postsecondary institutions. The remainder of the document is a guide to implementing the practical approach to developing student activities. Included in the guide are the following items: presentation outline; copy of the National School-to-Work Web site; definitions of work-based learning activities; table detailing the processes used tc develop various types of work-based learning activities (including worksheets, employer contact forms, activity sheets, evaluation forms); description of paid and unpaid work-based learning activities and contents of the activity packets used to conduct the activities; description of the program's career exploration field trip and pertinent forms and learning activities; and sample activity packets for a work-based learning program at a newspaper's print shop and preapprenticeship program as an electrician's helper. (MN)

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ED 427 165

Work-Based-Learning:

A Practical Approach for Developing Student Activities

American Vocational Association Annual Convention
December 11, 1998, New Orleans, Louisiana

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Board of Education of Charles County
La Plata, Maryland
1998

Work-Based-Learning:

A Practical Approach for Developing Student Activities

American Vocational Association Annual Convention

December 11, 1998, New Orleans, Louisiana

As we prepare students to become successful members of society, we should consider opportunities that will be available to them in the world of work. The Bureau of Labor and Statistics reports that in 1950, 60% of all American workers were unskilled, 20% were skilled, and 20% were professionals. By 2000, the demand for skilled workers will rise to 65% of the workforce, while only 15% of all American workers will be unskilled and 20% professionals.

If our goal is indeed to prepare students to become successful members of society, secondary educators should prepare at least 60% of their students for skilled employment and 20% for success in a 4 year college program. Recent statistics from the AVA Guide to the School-To-Work Opportunities Act reveals that we are somewhat off the mark. Twenty five percent of our students leave high school without a degree, and while 50% plan to attend a 4 year college, only 25% will earn a baccalaureate degree.

Maryland educators believe that we can better meet our students' needs through post-secondary linkages. Our Career Connections initiative encourages improvement that results in high schools where students...

- Prepare for college and careers;
- Learn in the context of a career cluster;
- Learn by doing in classrooms, workplaces, and community service;
- Achieve a high level of academic and technical skills;
- Receive support from adult mentors; and
- Benefit from strong links between high schools and post-secondary institutions.

We consider work-based-learning an important component of preparing students for success. Work-based-learning activities provide students with opportunities to test their vocational interests in career settings; work-based-learning responds to students who question real world relevance of assignments, topics, and courses; but providing work-based-learning opportunities for all students can only occur with the support of all teachers.

Career exploration, assessment, and training can no longer be viewed as the responsibility of parents, counselors, and vocational educators alone. All teachers should be challenged to move their curriculum beyond classroom walls and into the workplace to bring career related relevance to assignments and curricula. Our model, *Work-based-learning: a practical approach for developing student activities*, challenges each subject area teacher to develop individualized work-based-learning opportunities, through collaboration with community employers. Accordingly, teachers design activities

Presented by: Alice Bailer, and Tony Silva, Charles County Public Schools, Maryland

to take place in employment settings, that require students to use skills learned in the classroom. We call this product an *activity packet*.

An activity packet is a hard copy of the work-based-learning experience. Packets contain...

- A description of the activity;
- Employer contact information;
- Permission slips and learning agreements;
- Pre-site assignments;
- On-site assignments;
- Post site assignments;
- An evaluation of the student's performance; and
- The students evaluation of the activity.

Activity packets are not only reusable, as they can be transferred to other teachers or used as models for developing similar experiences, but they are also individualized for a student or group of students by the teacher and employer. As such, teachers, employers, and students become willing participants in an experience they designed.

All work-based-learning includes activities that occur in the workplace, and are separated into three categories: paid employment, un-paid learning, and career exploration field trips. For employers, each type of activity manifests different liability concerns and degrees of involvement with students. Accordingly, activity packets contain forms that address both employer and administrative concerns, along with assignments appropriate for the activity. This booklet contains ready-to-use forms and activities for each type of activity, and two sample packets designed through collaborative efforts of teachers and employers.

When soliciting the involvement of teachers in a work-based-learning project, we must be aware that they also have unique concerns. Teachers may, at first, be hesitant to develop work-based learning activities because they see these activities as added responsibilities, which have little to do with their academic disciplines. As such, teacher acceptance of the work-based-learning project is the most significant determinate of success. In pursuit of teacher support, teachers should be involved as early in the planning stages as possible. The best person to convince a classroom teacher to try a new strategy, is another classroom teacher. Teachers will share with other teachers, how work-based-learning...

- Benefits students and teachers by enhancing the curriculum, not just adding to it additional material;
- Allows teachers to emphasize the relevancy of classroom activities and to differentiate instruction to meet the needs of all students;
- Extends learning opportunities to include direct, real-life applications of skills learned at school;
- Provides tangible benefits to students, including increased communications skills, more positive attitudes toward the school and the community, and better work habits;
- Enables teachers to benefit from working with employers and developing with them a sense of community;

We believe that preparing students to become successful members of society through post-secondary linkages should become the responsibility of all teachers. We hope that you find our model, *Work-based-learning: a practical approach for developing student activities,* both fundamental and easy to implement.

Work-Based-Learning:

A Practical Approach for Developing Student Activities

American Vocational Association Annual Convention
December 11, 1998, New Orleans, Louisiana

Presented by: Alice Bailer, Teacher and Tony Silva, Vocational Evaluator
Charles County Public Schools, Maryland

Introduction _____ i

Presentation Outline _____ 1

National School-to-Work Web Page _____ 4

Definitions of Work-Based-Learning Activities _____ 5

Activity Development Process _____ 6

Paid & Un-Paid Work-Based-Learning, Description _____ 7

Paid Work-Based-Learning, Packet Contents _____ 8

Paid Work-Based-Learning, Forms _____ 9

Un-Paid Work-Based-Learning, Packet Contents _____ 14

Un-Paid Work-Based-Learning, Forms _____ 15

Career Exploration Field Trip, Description _____ 23

Career Exploration Field Trip, Packet Contents _____ 24

Career Exploration Field Trip, Forms _____ 25

Sample Activity Packet #1 _____ 33

Sample Activity Packet #2 _____ 37

Presentation Outline

Work-Based-Learning

- A practical approach for developing student activities

Activity Packets

- Description of activity
- Employer contact information
- Permission slips
  - Parent & teacher permissions
  - Unpaid work-based-learning agreement
- Pre-site assignments
- On-site assignments
- Post-site assignments
- Student evaluations
- Activity evaluation

Activity Packets

- Sustainable
- Individualized
  - Teacher
    - Chooses an activity relevant to discipline
  - Employer
    - Chooses an activity that best suits the business
  - Student
    - Chooses an activity relevant to career interests

Work-Based-Learning Activities – terms can be confusing

- Apprenticeships
- COOP
- Field Trips
- Job Coaching
- Mentoring
- OJT
- Paid Employment
- Shadowing
- Situational Assessments
- Structured Employment
- Un-Paid Work-Based-Learning

The Activity Packets Model – simplified

- Career Exploration Field Trips
- Paid Employment
- Un-Paid Work-Based-Learning

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Presentation Outline

Work-Based-Learning:
"Learning that occurs in the workplace"

- Paid Employment
  - –Apprenticeships, Cooperative Education, Job Coaching, Mentoring, On-the-Job Training, Structured Employment
- Un-Paid Work-Based-Learning
  - –Mentoring, On-the-job training, Shadowing, Situational assessments
- Career Exploration Field Trips

Activity Packet Contents

- Description of activity
- Employer contact information
- Permission slips
  - –Parent & teacher permissions
  - –Unpaid work-based-learning agreement
- Pre-site assignments
- On-site assignments
- Post-site assignments
- Student evaluations
- Activity evaluation

Teacher Incentives

- ☹ Perceive WBL as an added responsibility
- ☺ Contacting an employer = contacting a guest speaker
- ☺ Learning occurs in a different place - on job sites
- ☺ Classroom instruction reinforced by employers - students pay attention in class and focus on skills, as they see relevancy.
- ☺ Contextual learning adds another layer to instruciton
- ☺ WBL is just another component of a unit plan
- ☺ No different from adding any other layer to differentiate instruction: eg. a movie, project, or field trip
- ☺ Clarify the connection between lessons and jobs
- ☺ Relevancy charts help link lessons to jobs

Teacher Motivation

- If it's something new, I like it.
- I want to see how it is:
  - –relevant to my curriculum and
  - –connected to core goals.
- Just give it to me and I'll do it.

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Student Incentives

- ☺ Communication skills
- ☺ Positive attitude towards work
- ☺ Problem solving skills
- ☺ Relevance of work to classroom instruction
- ☺ Responsible work habits
- ☺ Teamwork skills
- ☺ Technical skills
- ☺ Work experience

Employer Incentives

- ☺ Evaluate potential employees
- ☺ Make connections with school personnel
- ☺ Reduce future training costs
- ☹ Concerns with un-paid learning experiences
- ☹ Liability
- ☺ Parental release of liability
- ☺ Students covered under workmens compensation in some states
- ☺ CCPS track record = "0" claims in 20+ years
- ☺ Insurance is cheap
- ☹ Labor Laws & FLSA
- ☺ Apply only to employment relationships

☺ WBL produces learning relationships

Express Menu

- What's New
- What is STW?
- States
- Resources
- Communications
- Grants
- Evaluation
- TA Providers
- Calendars
- Discussion
- Links
- Site Help
- Contact Us
- Home

School-to-Work

Hot Topics

Gifted Education/School-to-Work Models

NEW

National STW Office identifies exemplary practices.

America's Career InfoNet

Get the latest on employment, training, and salaries from DOL.

Technical Assistance Awards Available

Utility Business Education Coalition offers technical help to community partnerships.

Call for NEW Examples That Work

Submit examples of STW success in your community.

Countdown to Groundhog Job Shadow Day

General Colin Powell urges employers to provide Job Shadow experiences to youth.

STW Menu: Choose a Destination

GO!

Easy Questions

Features

- Adult, Career and VocEd Internet Guide
- Career Resources for Teachers
- Designing an Effective Performance Task

Quick Help

Info for...

GO

This site is designed & maintained by the
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Work Based Learning Definitions

Job Shadowing: Students accompany an employee at the workplace, observing and learning about various tasks associated with an occupation.
http://www.edweek.org/context/glossary/glossary.htm

Mentoring: A professional works closely with a student, instructing and motivating him or her, in consultation with the teacher.
http://www.edweek.org/context/glossary/glossary.htm

Cooperative Education: A program that allows students to receive credit for career work done in their field of study. Businesses create plans for training and evaluation of students.
http://www.edweek.org/context/glossary/glossary.htm

Internship: Students work in an environment where they perform a variety of tasks for a specific occupation. Internships are usually short-term, and they can be paid or unpaid.
http://www.edweek.org/context/glossary/glossary.htm

Job Coaching: The Job Coach will identify any barriers that impede the progress of the employee and take steps to alleviate the barriers, including a thorough training of job tasks. The Job Coach will also perform the work necessary to guarantee 100% productivity from the first day forward.
http://now2000.com/nonprofit/jobsrus/jrucoach.htm

Career Exploration Field Trips: Groups visit community businesses and are introduced to a variety of occupations and employers.

Youth Apprenticeship: Youth apprenticeship offers a rigorous mix of academics and on-the-job training. Students take courses and engage in paid work experiences directly related to their career objectives. Employers contribute directly to the program by giving students periods of paid employment and training, by providing trainers and mentors, and giving input to the curriculum development process. For some of them, it is the opportunity to develop future employees.
http://www.gov.nb.ca/cnb/news/edu/00010.htm

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Work-Based-Learning
Activity Development Process

Task	Process	Forms & Other Needs.
Description of Activity	The teacher describes the activity in detail.	Work-Sheet
Employer Contact	The teacher develops a community contact and arranges for a student visit.	Employer contact form.
Pre-Site Assignments	The student completes an assignment that helps prepare him or her for the activity.	Activity sheets
Transportation	Arrange for transportation. & Pay bills.	Contractor contact info. & Billing forms
On-Site Assignments	The student completes an assignment that enhances learning during the activity.	Activity sheets, journal, etc.
Post Site Assignments	The student completes an assignment that reflects upon the activity and enhances learning.	Activity sheets
Field trip permission	Parent & teachers agree to student's participation in activity	Permission slip
Work-Based-Learning contract.	Student, parent, teacher, and employer agree to placement details.	Contract for paid activities.
Unpaid Work-Based-Learning agreement.	Student, parent, teacher, and employer agree to placement details.	Agreement for unpaid activities
Student evaluations.	Student, teacher, and employer evaluate the student's progress/work.	Evaluation forms.
Activity evaluation.	Student, parent, teacher, and employer evaluate the activity/employer.	Another form.

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Southern Maryland Career Connections

Paid and Un-Paid Work-Based Learning

The goal of the Work-Based Learning experience is to develop and sustain business/school partnerships with the ultimate objective for better preparing students for life beyond school.

Outcomes will include:

- Increased communication and understanding among employers, educators, and students within the community.
- Efficient and professional completion of targeted projects for employers.
- Continuing relationships and involvement between employers and local schools.
- Stronger connections between classroom skills and workforce skills for students.
- New perspective and motivation for students.
- Enhanced learning opportunities for students.

Underlying concept:

The objective of paid and un-paid work-based learning is to allow students to spend time observing and learning from a professional in his/her selected career field.

Students will meet and talk to professionals in the work environment and gain a better understanding of the academic and personal characteristics needed for success. Many experiences include work-based tasks.

Criteria:

Students participating in the work-based learning program may be required to meet specific eligibility requirements related to attendance, grades, and behavior.

Suggested criteria:

- Students must be absent no more that three days per marking period.
- Students must be passing all classes.
- Students who receive either an in-school suspension or an out-of-school suspension become ineligible to participate in the program for that marking period.

Process:

Students selected to participate in the program will receive a packet which includes:

1. student application form
2. parent/teacher permission slip
3. placement agreement
4. attendance verification form
5. mentor log sheets

Students are then required to:

- secure name and phone number of business and contact person
- get permission slip signed by teachers, and parent/guardian
- contact employer to arrange the specific date and time of visit
- complete pre-site activity
- make site visit; complete on-site activity
- complete post-site activity
- send business/employer a thank you letter
- complete an evaluation form of the experience

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Southern Maryland Career Connections
Paid Work-Based-Learning
Contents

1. Description of Activity

2. Learning Agreement

3. Attendance Verification Form

4. Pre-Site Activity

5. On-Site Activity

6. Post-Site Activity

7. Evaluation of Student Performance

8. Student Evaluation of Activity

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Work-Based-Learning
Employment/Learning Agreement

Student: _____ Home Phone: _____

School Supervisor: _____ School Phone: _____

On-Site Supervisor: _____ Work Phone: _____

Employment Location: _____

Work Schedule

Days: _____

Dates: _____

Times: _____

We the undersigned agree to the following:

The student agrees to:

1. Report to the internship site regularly at the designated time (sign out from School and sign in at work)
2. Notify the on-site supervisor prior to any absence.
3. Maintain satisfactory grades and attendance record at school.
4. Follow work site and school expectations.
5. Attend any necessary training sessions and discussions.

The School supervisor agrees to:

1. Offer necessary guidance and assistance to both the student and on-site supervisor.
2. Maintain regular contact with the student and supervisor.
3. Monitor student progress and evaluate learning objectives.
4. Assure all requirements are completed.

The on-site supervisor agrees to:

1. Provide a well-supervised learning experience.
2. Explain tasks clearly and be available to provide assistance to the student.
3. Bring any problems or concerns to the attention of the school supervisor.
4. Participate in internship assessment of the student's progress.

Student Signature	Date	Parent/Guardian Signature	Date
On-Site Supervisor Signature	Date	School Supervisor Signature	Date

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Work-Based-Learning
Attendance Verification Form

I verify that on _____ from _____ until _____
(Date) (Start time) (Dismissal time)

_____ was present at
(Student's name)

_____ as part
(site of work-based-learning experience)

of a work-based-learning experience with _____
(Name of School)

_____ _____
(Supervisor's signature) (Phone number)

****

Work-Based-Learning
Attendance Verification Form

I verify that on _____ from _____ until _____
(Date) (Start time) (Dismissal time)

_____ was present at
(Student's name)

_____ as part
(site of work-based-learning experience)

of a work-based-learning experience with _____
(Name of School)

_____ _____
(Supervisor's signature) Phone number)

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Work-Based-Learning
DAILY INTERNSHIP LOG

Name _____

Date _____

Site _____

Area of Study _____

Activity Description

_____

_____

_____

_____

_____

School to Work Relationship

_____

_____

_____

_____

Key Skills

_____

_____

_____

_____

_____

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Work-Based-Learning
Employer Evaluation

Name of Student Intern: _____

Name of Supervisor: _____

Name of Site: _____

Phone Number: _____

How would you characterize this intern's ability to utilize resources on the job? (ie: how well does this student identify, organize, and utilize resources and time effectively?)

_____

_____

_____

_____

How does this student work as a team member? Please describe the student's ability to assist others, serve customers, negotiate, and work successfully with others.

_____

_____

_____

_____

How would you describe the student's ability to acquire and utilize information and data, interpret data and communications, and utilize technology to perform specific tasks?

_____

_____

_____

_____

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Please describe any strengths or needs which you have observed during this student's internship.

_____

_____

_____

_____

Based on the student's career cluster and future plans, how would you describe his or her abilities?

_____

_____

_____

_____

Please provide any additional feedback which may be helpful to the student and school supervisor.

_____

_____

_____

_____

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Southern Maryland Career Connections
Un-Paid Work-Based-Learning
Contents

1. Description of Activity

2. Employer Contact Form

3. Student Application Form or Resume

4. Teacher Notification Form

5. Placement Agreement

6. Attendance Verification Form

7. Mentor-Protégé Log Sheets (Mentoring)

8. Transportation (County Transportation Form)

9. Pre-Site Activity

10. On-Site Activity

11. Post-Site Activity

12. Evaluation of Student Performance

13. Student Evaluation of Activity

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Work-Based-Learning
Employer Contact Form

Business Name

Business Address

Contact Person **Phone Number(s)**

Job/Career Title

WBL Experience (shadowing, mentoring, etc.)

Dress Code

Paid/Un-Paid **Hourly Salary**

Additional Information

Site Developed By: (teacher's name)

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Un-Paid Work-Based-Learning Placement Agreement

Student's name: _____ Date of birth: _____

Address: _____ Phone: _____

School: _____ Phone: _____

Career Objective: _____ School Year _____

Work-Based-Learning Site: _____

Address: _____ Phone: _____

We, the undersigned, agree to the following:

1. The employer will permit the student to enter the Work-Based-Learning Site from (starting date) _____ to (ending date) _____ for the purpose of gaining knowledge and experience relative to the student's career objective;
2. the student's schedule will normally be from (starting time) _____ to (ending time) _____ on (day[s]) _____;
3. the student's parent/guardian release any and all liability from the employer;
4. the student will report to the Work-Based-Learning Site at the scheduled times;
5. the student will comply with all regulations of the Work-Based-Learning Site and the school;
6. the student will maintain a passing grade in all school courses;
7. the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
8. the training is for the benefit of the student;
9. the student will not displace regular employees, but work under their close observation;
10. the employer derives no immediate advantage from the activities of the student; and on occasion the employer's operations may actually be impeded;
11. the student is not necessarily entitled to a job at the conclusion of the learning experience (though employers may offer jobs to students who complete training); and
12. the employer and the student understand that the student is not entitled to wages or other compensation for the time spent in training.

_____		_____	
Student	Date	Parent/Guardian	Date
_____		_____	
Employer	Date	Teacher	Date

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Work-Based-Learning

On-Site Questions for Employers

Student _____ Date _____

Employer _____

You should try to ask as many questions as possible, so feel free to ask other questions that might also be appropriate.

1. What is the primary mission of this organization?
2. What are the responsibilities of your department?
3. What are your responsibilities?
4. How does your job relate to the overall organization?
5. Who are the other people with whom you work closely?
6. Are computers used on this job? If so, in what capacity?
7. What type of education and training does one need to do this job?
8. What type of training and education have you had?
9. How did you decide to do this type of work?
10. What classes should I take in high school or college to prepare me for this type of job.
11. What are the opportunities for advancement in this field?
12. How long is the average work week?
13. What is the average salary range for this field in our area?
14. What benefits are offered by this employer?
15. What is the future employment outlook for this field?
16. If you were choosing a career now, would you choose this one again?

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Work-Based-Learning
Attendance Verification Form

I verify that on _____ from _____ until _____
(Date) (Start time) (Dismissal time)

_____ was present at
(Student's name)

_____ as part
(site of work-based-learning experience)

of a work-based-learning experience with _____
(Name of School)

_____ _____
(Supervisor's signature) (Phone number)

****

Work-Based-Learning
Attendance Verification Form

I verify that on _____ from _____ until _____
(Date) (Start time) (Dismissal time)

_____ was present at
(Student's name)

_____ as part
(site of work-based-learning experience)

of a work-based-learning experience with _____
(Name of School)

_____ _____
(Supervisor's signature) Phone number)

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Post Site Activity

To be reviewed by the teacher with the student

Name_____ Site Visit Date(s)_____

Site Location_____

1. What did you like about your work experience?

_____

_____

_____

_____

_____

2. What did you <u>not</u> like about your work experience?

_____

_____

_____

_____

_____

3. Do you think you would like to work in a place like this one? Why or why not?

_____

_____

_____

_____

4. Do you think you would make a good employee in a place like this one, based on your performance? Why or why not?

_____

_____

_____

_____

_____

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Work-Based-Learning
Post-Site Worksheet

Student's Name: _____

Dates of Work-Based-Learning Experience: _____

Work-Based-Learning Site _____

Directions: Complete this worksheet on a daily basis.

1. Did I follow all of the supervisor's directions today? ___yes ___no
2. Did I get along with my co-workers today? ___yes ___no
3. Did I sign-in appropriately? ___yes ___no
4. Did I get back from break on time? ___yes ___no
5. Did I get more things to do when I finished a job? ___yes ___no
6. Did I check-out appropriately? ___yes ___no
7. What were some new things I learned today?

_____

_____

8. What were the things that I felt comfortable doing at work?

_____

_____

9. What did I do best today?

_____

_____

10. What were some things I did not feel comfortable doing today?

_____

_____

11. Why were those tasks hard to do or uncomfortable to do?

_____

_____

12. What can I do to make things better tomorrow?

_____

_____

Presented at the American Vocational Association Annual Convention, December 11, 1998, New Orleans, Louisiana, by Alice Bailer & Tony Silva, Charles County Public Schools, Maryland.

Work-Based-Learning
Employer Evaluation of Student Performance

Thank you for your valuable assistance and participation with our work-based-learning project. Please help us evaluate the project by responding to the following items.

Student's name: _____ School: _____

1. Did the student make initial contact with you? Yes___ No___
2. Did the student arrive at your location on time? Yes___ No___
3. Did the student show interest? Yes___ No___
4. Did the student follow directions? Yes___ No___
5. Did the student ask questions during the visit? Yes___ No___
6. Did the student behave courteously? Yes___ No___
7. Did the student dress appropriately? Yes___ No___

How can we improve this program? _____

_____

_____

_____

_____

_____

Comments: _____

_____

_____

_____

Name of Business or Agency: _____ Phone: _____

_____

Supervisor's signature Date

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Work-Based-Learning
Student Evaluation of Activity

Thank you for your participation in a work-based-learning project. Please help us evaluate the project by responding to the following items.

Name of Business or Agency: _____

1. Were you able to observe a particular occupation that interested you? Yes___ No___
2. Did you have sufficient time to ask questions? Yes___ No___
3. Did you see the entire work site? Yes___ No___
4. Were you able to assist with any of the work? Please describe. Yes___ No___

_____

_____

5. Would you recommend this site to other students? Yes___ No___
6. What did you like best about this experience? _____

_____

7. What did you like least about this experience? _____

_____

8. How can we improve this program? _____

_____

_____

_____

9. Comments: _____

_____

_____

_____

_____

Student's signature Date School

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Southern Maryland Career Connections
Career Exploration Field Trip

Field trips allow students an opportunity to learn about possible careers by observing various work environments. This category of work-based-learning is extremely popular due to its universality, simplicity, and time flexibility. Field trips are sponsored by schools, clubs and other youth an community organizations.

Under the guidance of teachers. Students prepare for, participate in, and debrief after visits to local work sites. During orientation, students learn about the work they will observe. The teacher or field trip coordinator discusses with students the purpose of the field trip: who, what, and where; the environment of the work site; working conditions; technology; and benefits to the students relative to career education. The teacher reviews appropriate dress, behavior, and expectations of the students, as well as access for students with disabilities.

With an appropriate number of chaperones, teachers allot time for students to think, write, and talk about what they have done, how it relates to their past and future, and what it means to them. Post-site activities for students include discussing their observations, writing a summary of their observations, sharing the experience with other students, and writing thank you notes to the tour host. Students should refer to their notes recorded during the field trip.

There are few scheduling constraints, since field trips are generally one-time group visits to a workplace for a day or part of a day. Most importantly, a date for the group visit must be cleared by the host, and availability of transportation and chaperones for that day confirmed.

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Southern Maryland Career Connections
Career Exploration Field Trip
Contents

1. Description of Activity

2. Employer Contact Forms

3. Parental/Teacher Permission Form

4. Transportation (County Transportation Form)

5. Pre-Site Activity

6. On-Site Activity

7. Post-Site Activity/Evaluation

Presented at the American Vocational Association Annual Convention, December 11, 1998, New Orleans, Louisiana, by Alice Bailer & Tony Silva, Charles County Public Schools, Maryland.

Career Exploration Field Trip
Contact Form

Destination: _____

Career Pathway: _____

Contact Person: _____

Address: _____

_____

Phone Number: _____

Date Contacted: _____

Description of Activity: _____

_____

_____

_____

_____

Mode of Transportation: _____

Number of Students Attending: _____

Number of Other Adults Attending: _____

Developed By: _____

Teacher Evaluation (input after field trip) _____

_____

_____

_____

_____

_____

_____

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Work-Based-Learning
Teacher Approval

Student's Name: _____

Dates of Work-Based-Learning Experience: _____

Sponsoring Teacher: _____

Classroom teachers: Please initial to show that you have been informed that this student will be absent from your class to participate in a work-based-learning experience.

Homeroom _____ Period 5 _____

Period 1 _____ Period 6 _____

Period 2 _____ Period 7 _____

Period 3 _____ Period 8 _____

Period 4 _____

****

Work-Based-Learning
Teacher Approval

Student's Name: _____

Dates of Work-Based-Learning Experience: _____

Sponsoring Teacher: _____

Classroom teachers: Please initial to show that you have been informed that this student will be absent from your class to participate in a work-based-learning experience.

Homeroom _____ Period 5 _____

Period 1 _____ Period 6 _____

Period 2 _____ Period 7 _____

Period 3 _____ Period 8 _____

Period 4 _____

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Post-Site Activity
Word List

Make a word list of 10 words that are specifically related to the work being done at the job site you visited or a career you researched. Look up or ask for definitions.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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Work-Based-Learning
Pre-Site Assignments/ Activities

Teacher Preparation Checklist

_____ Have students explore their career clusters in the Program of Studies.

_____ Have students role play appropriate behaviors for meeting and interviewing professionals.

_____ Review interviewing preparation tips.

_____ Discuss the different types of clothing that would be appropriate for different types of jobs.

_____ Have students write two or more questions they would like to ask of the contact employees.

_____ Encourage students to observe several careers and record actual information about each one.

_____ Encourage students to collect information, brochures, business cards, etc.

_____ Remind students to write down any unfamiliar job-specific words.

_____ Have students explore their career choices in *Career View*.

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Post-Site Assignment
Occupational Illustration

Identify the workers you observed during your career activity. This may include people who have related jobs or those who provide support for the person you observed (i.e. a teacher is a member of a larger educational team).

Below draw a picture that shows this group of workers at their job location. Present your picture to the class and identify the careers that are present.

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Career Exploration Field Trip
Parent/Guardian Permission Form

Student's Name _____

Date of Trip _____

Sponsoring Teacher _____

Time Leaving _____

Time Returning _____

Destination _____

Mode of Transportation _____

Cost _____

****

I _____ give my permission for my child,
Your name

_____ to attend the above mentioned field trip.
Name of child

_____
Parent/Guardian Signature Date

****

I _____ authorize that my child,
Your name

_____ May be transported to the nearest hospital for
Name of child

treatment in case of emergency.

_____
Parent/Guardian Signature Date

****

This permission slip must be returned by _____.

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Post-Site Activities
Discussion Guide

Who, What, and Where??

Company name and address.
Overview type of business, i.e. product manufactured or service provided.
Number of employees, types of jobs, data, people, things, ideas.
Outline other areas for students to focus on.
Secure brochures, etc.
Take pictures for follow-up discussion.

The Environment:

Describe the exterior of the facility.
Is the facility landscaped?
What transportation options are there to get to work?
Describe the neighboring business/ industry.
Is it a large facility?
Describe the interior of the facility.
Are there windows?
What are the work areas like?
How would you like to work in this environment? (noises, windows, etc.)
How are the employees dressed?
Is the environment friendly?

Technology:

Is technology evident? In what form?
Do you recognize any of the equipment?
Describe how some of the equipment is being used.
What kind of training or education may be necessary to use the technology?
What technological experiences have you had in school, at home, or at work that you could build upon?
How do you feel about a career that uses high tech equipment?
Do you think it is important to continue to learn new technology in this occupational area?

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Post-Site Assignment

Career Exploration Field Trip
Thank you Letter Guide

Remember that writing a thank you letter to your field trip host is very important to the success of our program. Write your letter and prepare the envelope the same night that you do your field trip. It is important to return your note to your teacher the following day.

When you write your letter, remember to do the following:

1. Be neat
2. Watch your spelling
3. Begin your letter with a sentence that specifically thanks the employer for allowing you to spend time at his place of work. For example, "Thank you for taking the time out of your schedule to meet with us during our field trip yesterday."
4. State something specific that you learned or enjoyed during your field trip. For example, I learned a great deal about how an engineer uses computers, and I really enjoyed taking a tour of the facility."
5.

Sample Thank You Letter

March 1, 1998

Mr. David Smith
Personnel Manager
ACME Accountants
3877 Henderson Street
Cottage Grove, OR 97424

Dear Mr. Smith:

Thank you for giving me the opportunity to visit you yesterday. I realize that this took time away from your regular responsibilities, and I am most grateful for all the information that you were able to provide regarding your job at ACME.

Last evening, as I shared my experience with my friends and family, I became more convinced that the field of accounting is the correct field for me. My math, organizational and computer skills are right in line with the skills and abilities needed in the accounting field. I plan to take more computer classes next semester as you suggested.

Now that I am convinced that the Business & Management CAM Endorsement area and the accounting field should be my focus, I will be able to set some goals for my educational plan. Again, thank you for your part in enabling me to plan for my future.

Sincerely,

Mary Conners
3841 Beal Street
Cottage Grove, OR 97424

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35 BEST COPY AVAILABLE

Thomas Stone High School
Career Connections
Work-Based-Learning Team

Site Development Information

Newspaper Printers International
Business Name

28 Industrial Park Drive Waldorf, MD
Business Address

Orville Davis — 645 - 1800
Contact Person — Phone Number(s)

Printing - Newspapers
Job/Career Title

Job shadowing
WBL Experience (shadowing, mentoring, etc.)

neat; casual
Dress Code

unpaid — Hourly Salary
Paid/Un-Paid

Additional Information

Alice Bailer
Site Developed By: (teacher's name)

Workplace Learning
School-To-Work Program

Job Site: Newspaper Printers, International
28A Industrial Park Drive
Waldorf, MD (301) 645-1800

I. General Description of Activity

Students who are enrolled in newspaper publication class will visit Newspaper Printers, International to discover the process by which their newspaper is printed and use this information to improve its production. Selected students will shadow owner Orville Davis (and/or employees Mr. Davis selects), in order to learn about the printing business.

II. Pre-Site Activities

The class will prepare for this activity by studying historical methods of preparing copy for print.

a. Students will read "Preparing Copy for the Printer" and "The Offset Press" (attached).

b. Students will discuss how preparing copy for print has changed in the last ten years and what impact these changes may have had on the printing industry. (For example, the shift to computerized layouts and desktop publishing has eliminated many of the traditional pressroom jobs, such as typing galleys for proofing, setting type and laying out pages.)

III. On-Site Activities

a. Students will be selected to visit the job site based on either their interests, their grade point average in the class, or their status as senior editors.

b. Students will find answers to the questions on the job shadowing activity sheet (attached)

IV. Post-Site Activities

After the students have visited Newspaper Printers International, they will do the following:

a. share their experience with the rest of the class by giving an oral presentation.

b. lead the class in generating a list of ways in which they can improve the appearance of their newspaper before they send it to the printer.

Job Shadowing Activity Sheet
Newspaper Printers, International

Name_____ Date_____

Answer the questions below completely:

1. What exactly does this business do?

2. What kinds of workers does it employ?

3. What are the requirements for each job at this business? Include educational requirements and any other requirements.

4. What are the working conditions and hours at this business?

5. What interests of yours would this business satisfy?

6. Will the business require more or fewer workers in the future?

Job Shadowing Activity Sheet
Newspaper Printers, International

7. What process does your newspaper go through once it has left your hands?

8. What can you do to improve the final appearance of your newspaper?

Worked Based Learning Experience

Washington, D.C. Joint Electrical Apprenticeship Program
6200 Kansas Avenue, N.E.
Washington, D.C. 20011

Description

Students who are enrolled in the Industrial Electricity Program at the Charles County Career and Technology Center will be placed in a paid summer position as an electrician's helper. They will learn specific job skills prior to graduation, and get an advancement in the selection process to be accepted into a bona fide apprenticeship.

The purpose of this experience is to assist the Industrial Electricity students in making an informed decision about their future career choice and prepare them for the commitment of serving a three to five year apprenticeship: 3 year = Telecommunication Apprenticeship, 4 year = Residential Apprenticeship, 5 year = Inside Wireman Apprenticeship. Participating in the work based learning activities will assist the student in a smoother transition to post secondary training and employment.

In order for students to participate, they must meet the following criteria: maintain a 2.0 GPA (on a 4.0 scale), successfully complete Algebra 1 with a passing grade, and be 18 years old by October after graduation. Participating students must provide their own trade tools for the job. They are also responsible for their own transportation to and from the work site.

Pre-Site Activities

1. Students will prepare for this activity by visiting the Joint Electrical Training Center in Washington, D.C. By observing a training class in progress, the students can see first hand what type of instructional training the apprentices go through. A primary goal of this activity is that the students realize the strong commitment it takes to serve an apprenticeship with the International Brotherhood of Electrical Workers. Students will prepare for the visit to the training center with a classroom lesson/discussion on"what is an apprentice". Students will also develop a question packet. After the visit, students will be quizzed on the activity and write an essay to include the following:

    A. History of the IBEW Apprenticeship Program
    B. Steps to enroll in the Program
    C. Length of training
    D. Different apprenticeship programs available
    E. Career opportunities

2. An instructor from the Joint Electrical Apprenticeship Program will provide hands-on lab training at the Career and Technology Center. The nationally recognized curriculum will address residential electrical work. The instructor will teach the class weekly, alternating morning and afternoon sessions so that both classes can take advantage of this trade study opportunity.

On-Site Activity

1. Juniors who have met the criteria and are selected for employment, will be placed on a job site by the IBEW from June thru August for $8.00 per hour. The graduate will work from June thru August for $8.50 per hour. During their senior year, the graduate students formally apply for an apprenticeship. Students become eligible for benefits after three months in any of the three apprenticeship programs.

   Employed students will work under the direct supervision of a licensed electrician. He/she will perform a variety of duties, such as

   Locate and set switch boxes
   Locate and set receptacle boxes
   Locate and set appliance outlets
   Locate and set meter enclosure
   Locate and set main distribution panel
   Run entrance cable
   Install systems grounding
   Prepare cable for switch boxes
   Run secondary cable between boxes
   Secure cable in boxes
   Secure grounds to all devices
   Splice cables
   Run feed from main panel
   Install line and low voltage thermometer
   Install split circuit duplex outlet
   Install proper switches and receptacles
   Install light fixtures
   Hook up appliances
   Replace existing receptacles
   Select proper material for job
   Assemble and install fixtures
   Demonstrate ability to interpret code
   Identify various conductors
   Select correct type boxes
   Identify proper devices
   Maintain a clean and safe work area
   Use insulated tools and grounding methods when working with electricity

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Each student will keep a weekly journal that can be shared with the incoming Industrial Electricity student at the Career and Technology Center.

Post Site Activity (Junior class)

Students who have been employed during the summer will give a presentation of the work experience with the incoming juniors. Their journal will be presented to the class and discussed in detail. Each job task will be reviewed and the importance of employability qualities will be discussed.

SOUTHERN MARYLAND CAREER CONNECTIONS
PLACEMENT AGREEMENT

Student's Name _____ Date of Birth _____

Address _____ Phone _____

_____ SS# _____

Career Objective _____

IBEW Contact Person _____ Phone _____

Work Site Location _____

TERMS OF AGREEMENT

Employer agrees to:

1. Provide training for the student under the direct supervision of a qualified experienced person. Starting date _____ Ending Date _____

2. Pay the student for his/her services according to the prevailing wages for the job classification.

3. Comply with the child labor laws of the State of Maryland.

4. Pay all applicable State and Federal taxes and fees required, including Workman's Compensation.

5. Complete a performance evaluation at the end of the work experience.

Student agrees to:

1. Provide his/her own transportation to and from the work site and report to work at the time assigned.

2. Contact employer when illness prevents attendance.

3. Provide his/her own tools of the trade for the entire work experience.

4. Maintain a professional appearance and wear appropriate clothing for the job site.

5. Comply with all safety regulations.

6. Maintain a weekly journal of work activities and duties.

Signed:

Parent/Guardian	Date	Student	Date
Employer	Date	Instructor	Date

* Employer will not discriminate with regards to sex, race, color, religion, creed, nationality, origin, handicap or disability.

PRE-APPRENTICESHIP
EVALUATION REPORT

Student's Name _____

Employer/Supervisor_____

Rate the student on the following scale: 10 highest 1 lowest

Reliability/Attendance _____

Works well with others _____

Initiative _____

Attitude _____

Use of time _____

Follows directions _____

Dresses appropriately _____

Follows safety procedures _____

Skills performance _____

Comments_____

_____

How can the student improve?_____

_____

Would you hire this student again?_____

Would you recommend this student for Apprenticeship Program with IBEW?_____

_____
Supervisor's Signature Date

This evaluation has been reviewed with me_____
Student's Signature Date

SOUTHERN MARYLAND CAREER CONNECTIONS

WORK SITE JOURNAL - INDUSTRIAL ELECTRICITY

CHARLES COUNTY CAREER AND TECHNOLOGY CENTER

Student's Name:_____

Job Site Location:_____

Supervisor's Name:_____

Week Number_____Hours Worked_____

Job duties/responsiblities_____

_____

_____

_____

_____

Tools used_____

_____

Work conditions_____

_____

I learned_____

_____

I need to improve_____

_____

Comments_____

_____